DOCUMENT RESUME

ED 071 511 FL 003 735

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TITLE Mills E. Godwin Middle School, Prince William County, Virginia. Individualized French Program.
PUB DATE [72]
NOTE 17p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Educational Equipment; *French; *Individualized Instruction; *Junior High Schools; *Language Instruction; Language Laboratories; Middle Schools; Modern Languages; Schedule Modules; Scheduling; Student Evaluation; *Teaching Guides

ABSTRACT

An individualized French course for seventh- and eighth-grade students in which student achievement is evaluated in terms of mastery of learning "paquets" is outlined in this teacher's guide. The two-year course is described in sections treating (1) learning packages, (2) developing a sense of responsibility, (3) grading, (4) the year-round calendar, (5) scheduling and class size, (6) other activities, (7) facilities and equipment, (8) use of space in the language laboratory, and (9) a letter to parents. (RL)

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MILLS E. GODWIN MIDDLE SCHOOL
PRINCE WILLIAM COUNTY, VIRGINIA
Individualized French Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FL003 735

MILLS E. GODWIN MIDDLE SCHOOL
Individualized French Program

Language learning at Mills E. Godwin Middle School is individualized to allow students to learn at their own best rate and according to their own particular learning style. The program has been developed gradually since Godwin was opened in 1970 and involves all seventh and eighth grade students who study French.

As is true at many junior high schools, students at Godwin begin their foreign language study in the seventh grade and continue in the eighth grade to earn one full credit for the 2-year course of study. Godwin is staffed with one French teacher and at present 220 students study that language.

LEARNING PACKAGES:

Instruction is individualized through the use of teacher-made learning packages or PAQUETS. Students are advised that they should complete at least 50 PAQUETS during their 2-year course of study if they wish to enter French II in high school. Each learning package consists of several related performance objectives, a pre-test, a list of suggested learning activities, a self-test and a post-test.

The PAQUETS are not based on any one particular text, but draw upon the ideas and information presented in a number of texts. Although students are not issued a textbook, the shelves of the language lab are well stocked with sets of different textbooks. There is always an adequate number of texts for students to check out at any time.

In most of the PAQUETS 70-80% of the objectives require the performance of an oral skill, while the remainder involve reading or writing. The list of learning activities is simply a suggested list from which the student may choose those activities which will best help him individually to attain the given performance objectives. Learning activities may direct students to practice a structure drill with a tape recording, do a written exercise, do a listening comprehension exercise with a cassette, visit a learning center in the language lab, read a narrative in a textbook, make flash cards, look at a set of slides, draw a map or any number of other varied activities. Activities are listed so that if taken in order all material is presented in oral form first. However, in this program each student is encouraged to develop his own learning style, and he is given the option of doing learning activities in whatever order he feels is best suited to him. Many students are good audio learners and can best master a linguistic structure by practicing it orally first before learning to write it. Some students, however, are so firmly oriented to the written text that they feel they learn better by seeing a structure in written form first, or at the same time that they practice it orally. Whenever possible, a variety of learning activities are offered to teach one single concept, in hopes that among them each student will find at least one which suits his own particular style of learning.

If at any given time in the course of working through a PAQUET, a student feels he has mastered an objective he may go to his teacher and perform it. If the performance is such that it meets the criteria stated in the objective, the teacher signs and grades the objective and makes a record of it. At least 90% mastery is required for all objectives. A student may perform them in any order he wishes but he must do them all before progressing to the next PAQUET.

DEVELOPING A SENSE OF RESPONSIBILITY:

An important goal of this course and of education in general at Godwin Middle School is to help the junior high student accept the responsibility of managing his own learning. Some students enter the course with an already well developed sense of responsibility and have no problem motivating themselves to progress at the best rate of which they are capable. Many though, have not learned to deal wisely with unstructured time and need help in accepting responsibility for their own learning. To encourage these students to study both at home and during class, a homework chart is posted in the classroom on which each student is required to list in the space next to his name the homework he plans to do that evening, whether a written exercise or the practicing of an oral drill or dialogue. During the next class period, the teacher is usually able to check with most students to see that the homework was done.

A number of students need the teacher to help them set short-term goals for themselves. These are usually stated in terms of how many PAQUETS a student should complete in a 9-week, or in some cases a 3-week, period. Ordinarily when a student and teacher confer to set a short term goal, it is done for the purpose of giving the student a general guide for using his time. Only upon the request of a student or parent is a rigid grade contract written.

Maintaining a close contact with the student's home can be a great asset both in helping the teacher and the parents to understand just what the student is capable of achieving and in helping the student to realize his best achievement. At the beginning of the course, a letter is sent to all parents informing them of the way in which the course is set up. Also in this letter, they are advised that each student should complete at least 50 PAQUETS in order to be well prepared to enter French II in high school. Additionally, every three weeks all parents are sent a report telling them how much their student has completed in relation to his probable capability.

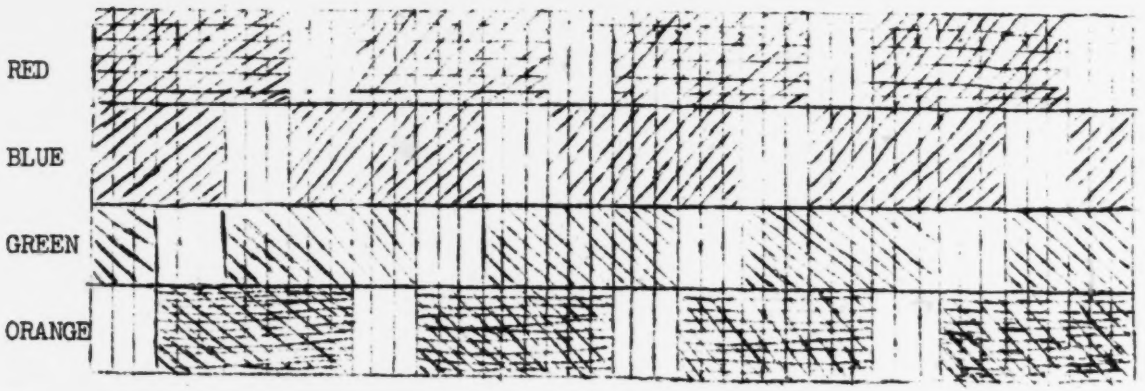
GRADING:

In giving each student a grade every 9-weeks, there are two factors to be considered - achievement on post-tests given as each objective is attained; and rate of progress. A student who has earned A's on most of his post-tests and who is working at this best rate of progress receives an A. Naturally, all students have at least a B average on the post-tests as they aren't permitted to move from one PAQUET to another with less. However, if a student is working at a rate which is obviously slower than his capability and he is seen to be wasting an inordinate amount of time, then his grade is lowered accordingly. In order to avoid any misunderstanding, parents are informed of this in the letter sent to them when their student enters the course.

THE YEAR-ROUND CALENDAR:

In June of 1971 Prince William County Public Schools began their year-round school pilot program. Godwin, then beginning its second year of operation, was the junior high selected to participate in the program. The attendance area was divided into four parts. Each part was assigned a calendar of a different color. On a rotating basis, students in each attendance area attend school for 45 days and then are on vacation for 15 days before returning to school for another 45-day period. At any given time, there are three attendance groups in school and one on vacation. As on a conventional school calendar, students still attend school for 180 days a year, but their vacation is divided giving them a 15-day vacation in each season of the year.

Each space on the drawing below represents one week. Shaded areas denote time when students on that calendar are in school.



Individualized instruction and the year-round program have worked very well together. The year-round calendar has made it possible for students to have a beginning 2-year foreign language sequence which is interrupted only by short 15-day breaks which serve more to help the student renew his motivation and drive rather than to interrupt the building of skills.

The fact that instruction in French at Godwin is individualized has made the building of schedules for students in different attendance groups easier for the administration. Students on different calendars may be scheduled into the same class even though they have been in school for different lengths of time. A surprising number of students like to return to school during their three-week breaks. As the language lab is operated on an open-classroom basis all day, vacationing students are welcome to come in at any time to work on their PAQUETS, listen to French records or play foreign language games available to them in the classroom. Vacationing students who like to operate the console help make it possible for the teacher to devote herself to helping students in other parts of the lab.

SCHEDULING AND CLASS SIZE:

Godwin Middle School is operated on a modular schedule. Morning and afternoon mods are 20 minutes in length while those during the lunch hour are 15 minutes in length. Some students have French every other day for 40 minutes, while others have it for 30 minutes everyday. Nearly all students have a study hall and have the option of spending that study hall time in the language lab.

Classes vary greatly in size. The smallest class has 6 students while the largest has 25.

OTHER ACTIVITIES:

To provide an added opportunity to practice speaking skills, classes are divided into groups of from five to seven students which meet at least once a week with the teacher for directed conversation. Several days are set aside for cultural activities which are conducted with the entire group. Such activities include fondue parties, pseudo sidewalk cafés and French holiday celebrations.

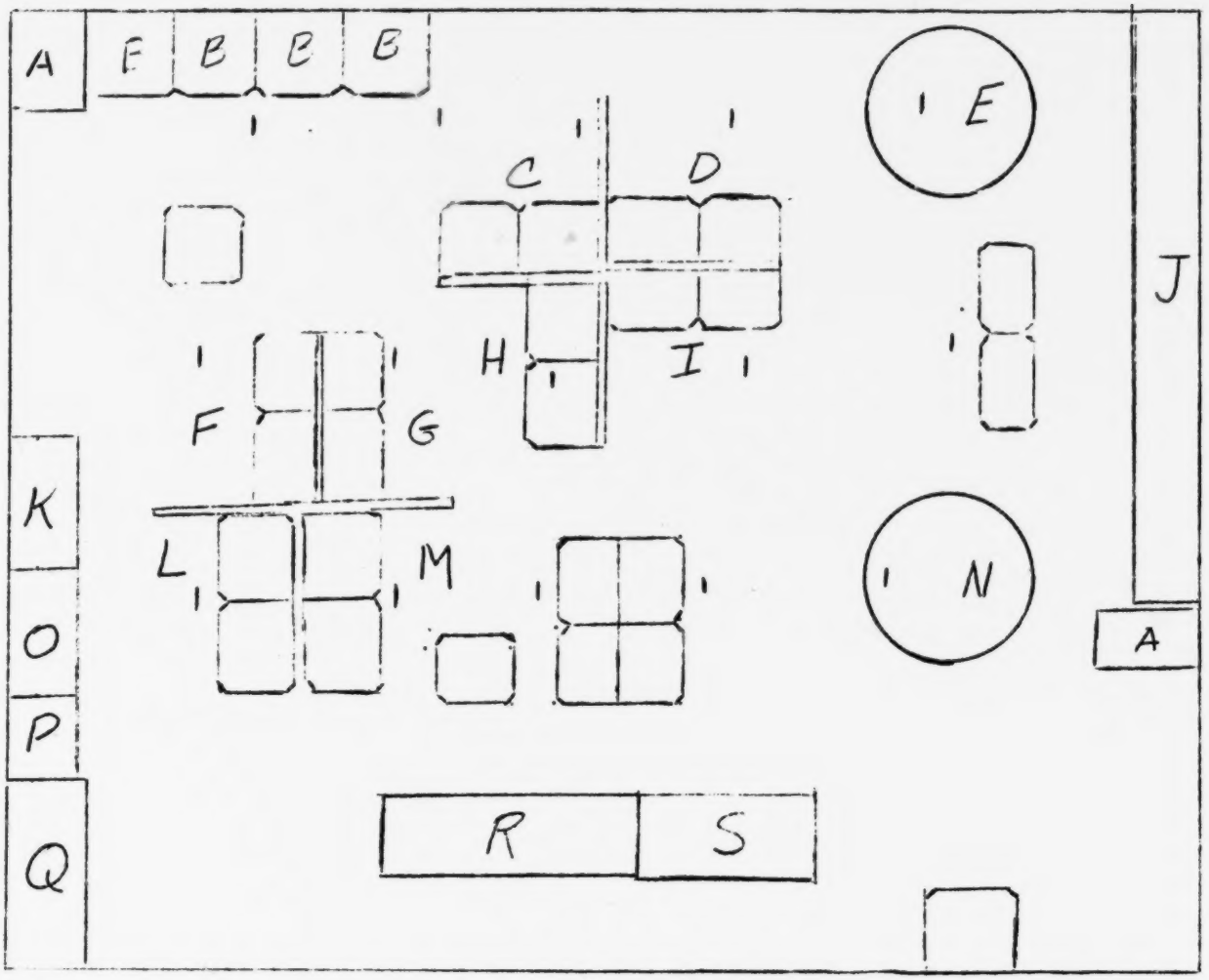
FACILITIES AND EQUIPMENT:

Godwin Middle School is fortunate to be equipped with a Fleetwood Language Lab which handles at once three different audio programs and can direct them to individuals sitting in any part of the room. All French classes meet in the room where the lab is installed. This lab requires no fixed furniture other than the console, as all wiring for the headphones is laid beneath the floor. Spaced out over the floor of the room are thirty jacks. When a student wants to listen to a tape, he gets a headset from where they are stored in the console, lets the teacher or student lab operator know what tape he needs and where he plans to sit. He then plugs his headphone in to the jack nearest him. Any type and arrangement of classroom furniture may be used with this lab.

Although the console can handle three different audio programs, it has been necessary to provide other listening sources for the students. An additional reel to reel tape recorder, a record player, eight cassette players, two Language Masters and two Skill Masters are now available to students in the lab. Cassette players are battery operated as the classroom only has two electrical outlets. The Language Masters and the Skill Masters are machines which play a strip of magnetic tape glued to a card on which there is a picture of the vocabulary word or phrase recorded on the strip of tape. The Skill Master, however, is merely an adapter placed in a cassette player so that cards may be played rather than cassettes.

The language classroom is made as attractive as possible by covering the walls with pictures from France and by displaying much realia. All student desks are of the separate table and chair type. Study carrells which serve as locations for learning centers have been made by hinging 4' x 4' pieces of plywood together. While administrators may frown upon nail holes being made in school walls, anything may be done with the walls of these make-shift study carrells - screw hooks into them for holding headphones, fasten plastic holders to them for cassettes, nail up flannel boards, as well as post directions and suggestions for doing learning activities.

USE OF SPACE IN THE LANGUAGE LAB



Key

- Student Desk
- Jack set in floor for headset. Each jack accommodates two headsets.
- A File Cabinets
- B Language Master and Skill Master machines
- C Listening comprehension and dictation center
- D Structure drill cassettes
- E Record table
- F Oral reading and dialogue center (located here are cassettes which drill on dialogues and the oral reading of narratives.
- G Geography and culture (Maps, slides, books, and View-Master reels
- H Verb center (Located here are verb wheels, flannel board with verb forms and pronouns verb drills on cassettes.)
- I Pronunciation center (In this center are pronunciation charts, cards and language Master)
- J Counter beneath which PAQUETS are stored
- K Textbook shelves
- L Interest Center on numbers telling time, French monetary system
- M Vocabulary Center (Flash card sets and materials for making flash cards.
- N Conversation Table
- O Display case for Realia
- P Literature display rack for French Periodicals and comics.
- Q Teacher's Wardrobe
- R Console
- S Teacher's desk

GODWIN MIDDLE SCHOOL
14800 Darbydale Avenue
Woodbridge, Virginia 22191

Dear Parent:

_____ has been enrolled in our Godwin Middle School Individualized French Language Program. During the next two years, your child will have the opportunity to earn in French one full credit toward high school graduation.

In this course language instruction is individualized to meet the varying needs and abilities of each student. It is known that not all students learn in the same manner or at the same rate. I have prepared a series of learning packages called PAQUETS with which your child will work individually. Each PAQUET consists of:

1. One or more OBJECTIVES - specific statements of what the student will be expected to do to demonstrate that he has mastered the material in the PAQUET.

2. PRE-TEST - a test to determine whether or not the student needs to work in that PAQUET. Some students may have lived in a French speaking country or have had experience with French language study in the elementary schools, in which case they may have already mastered material covered in a PAQUET.

3. LEARNING ACTIVITIES - In this section the student will find vocabulary lists, conversational dialogues, grammar explanations and written exercises as well as instructions as to what cassettes and tapes the student should work with in the classroom to develop listening and speaking skills. In addition there will be suggestions as to how to go about learning such things as dialogues and vocabulary. Each student is expected to do only as many learning activities as he needs to achieve the stated objective (item #1). Most students find that they need to do all of the written exercises in order to master a grammar concept. However, there are a few students who are able to master the material without doing all the exercises.

4. SELF-TEST - a sample test which the student may use for practice to help him determine for himself whether or not he has mastered the material and is ready for a teacher administered test.

5. POST-TEST - a final test administered by the teacher. It may be oral or written, depending upon the nature of the objective (item #1). In order to move from one learning package to the next, a student must pass the test with no less than a B or 90%. Should a student fail to score this high, he must continue doing learning activities and studying the material until he has mastered it.

In the course of the 7th and 8th grades, most students will complete at least 50 PAQUETS. Some will complete more and some less, depending upon the individual's rate of learning. However, should a student complete less than 42 PAQUETS, he may encounter some difficulty in intermediate French in high school.

Obviously a course of this sort puts a great deal of responsibility on the student. He is expected to accept responsibility for what he learns, how much he learns in a given time period and how he goes about learning it. I feel that acceptance of responsibility is a most important characteristic for the junior high student to develop, not only in preparation for high school, but also in preparation for life. I am convinced that a student cannot learn to accept responsibility unless he is given responsibility. Naturally, I will do whatever I can to help each student learn to assume this responsibility. At the beginning of each 9-week grading period, I will help each student individually to determine how much material he or she should be able to master during that period. To help us make this judgement, we will refer to your child's progress reports from 6th grade and the results of the Pimsleur Language Aptitude Test which your child took in the spring. Also, during each class period each student will commit himself, in writing, to a homework assignment for that night. During the next class period, I will check to see that each student did whatever assignment he said he would do.

I want very much to keep you well informed about your child's progress. Every three weeks, I will send you a report telling you how much material he has covered in relation to what he should have covered according to his own ability.

In giving each student a grade at the end of the 9-week grading period, I will have two factors to consider - achievement on the post-tests given as each PAQUET is completed; and rate of progress. A student who has earned A's on most of his post-tests and who is working at his best rate of progress will receive an A. Naturally, all students will have at least a B average on the Post-Tests, since they aren't permitted to move from one PAQUET to another with less. However, if a student is working at a rate which is obviously considerably slower than his capability, then his grade will be lowered accordingly.

Finally, as the development of speaking skills is considered to be of great importance in modern language teaching, your child will be placed in a conversation group and expected to participate both in drills done with this group as well as ones done occasionally with the entire class. Also, there will be occasional cultural activities conducted with the entire class, such as fondue parties, pseudo sidewalk cafés and French holiday celebrations.

I am looking forward to a rewarding year with your student. I sincerely hope that your child will find language learning a pleasurable experience which is both intellectually profitable and culturally broadening. If you have any questions concerning any facet of this course, please do not hesitate to call me. Thank you.

Sincerely,

Irene B Kabler

(Miss) Irene B. Kabler

GODWIN MIDDLE SCHOOL
14800 Darbydale Avenue
Woodbridge, Virginia 22191
French Department 3-Week Report

Dear Parent:

To date _____ has completed up through PAQUET #____. As you may recall, I stated in my original letter to you that most students should be able to complete at least 50 PAQUETS by the end of the 8th grade. However, as students do not all learn at the same rate, some will complete more than 50 PAQUETS and some less. Should a student complete less than 42 PAQUETS, he may encounter difficulty upon entering intermediate French in high school.

Please observe the item(s) checked below:

_____ 1. Your child has been scoring well on his Post-Tests and is progressing at a rate that is in keeping with his ability. Should the student continue to work this well, he can expect to receive an A or B at report card time.

_____ 2. Your child has been scoring well on his Post-Tests, but he is progressing at a rate which is somewhat slower than his capability. He should at this time have completed through PAQUET #____. Should he continue working at this same rate, he will find it difficult to earn an A or B in the _____ weeks remaining before report cards are issued.

_____ 3. Your child is making good grades on what little work he does accomplish, but is in fact making no effort to progress at his capability. He should at this time have completed through PAQUET #_____. Should there be no great improvement in the present situation in the _____ weeks remaining before report cards are issued, the student will probably receive a C- or D.

_____ 4. Your child has done no work since _____. He should by this time have completed through PAQUET #_____. Should the student not improve in the _____ weeks left before report cards are issued, he will receive an E.

I feel at this time that the reason(s) for checking 2, 3 or 4 above is(are)

_____ a. The student does not make full use of the time he has in class.
_____ b. The student wastes much time in class in spite of frequent reminders of the consequences.
_____ c. The student doesn't spend enough time on French outside of class.
_____ d. The student obviously spends little or no time on French outside of class.
_____ e. The student doesn't take advantage of the fact that I an available to help him from 8:00 to 8:20 before school, as well as during advisory period and most study halls.
_____ f. The student works hard but finds the subject difficult and finds it necessary to progress at a slower rate.
_____ g. The student not only wastes his own time in class, but misbehaves as well, therefore interfering with the right of others to progress at their best rate.

Should you have any questions or should you desire a conference, please call me at 670-6166. Thank you.

Irene B Kabler

(Miss) Irene B. Kabler

MILLS E. GODWIN MIDDLE SCHOOL
Individualized French Program

Name_____

PAQUET 2

OBJECTIVES: AS YOU PERFORM EACH OBJECTIVE, HAVE YOUR TEACHER SIGN AND GRADE IT.

_____1. To demonstrate comprehension of the basic sentences on page 4, when they are said orally. The student will do this by supplying the English equivalent. This must be done with at least 90% accuracy.

_____2. To read the basic sentences on page 4 orally with acceptable pronunciation and fluency.

_____3. To supply orally the correct definite article (le, la, or les) when given 5 of the nouns from the vocabulary list on page 5. This must be done with acceptable pronunciation and 95% accuracy of choice of definite article.

_____4. To change the vocabulary words on page 5 from the singular to the plural in speaking, taking into account the change that must be made in the definite article. This must be done with acceptable pronunciation.

_____5. To ask orally 3 questions asking where an object or group of object is. This must be done with acceptable pronunciation.

_____6. To answer orally with acceptable pronunciation 3 questions which ask where an object is or where a group of objects is.

_____7. To pronounce the vocabulary words on page 5 with 90% accuracy.

_____*8. To supply in writing the correct definite article (la, le, or les) when given 5 of the nouns from the vocabulary list on page 5. This must be done with 100% accuracy of spelling and choice of definite article.

_____*9. To change the vocabulary nouns in writing to the plural, taking into account the change that must be made in the definite article. This must be done with 100% accuracy of grammar and spelling.

_____*10. To match the vocabulary words and expressions on page 5 with their English equivalents.

_____*11. To spell the vocabulary words on page 5 with at least 90% accuracy.

*Objectives 8, 9, 10, and 11 are to be done together on one written test.

PRE-TEST: Take the pre-test on page 4 to determine whether or not you need to work in this PAQUET. If you pass the pre-test to your satisfaction and to that of your teacher, go on the PAQUET 3. If you do not pass the pre-test then you need to work in this PAQUET.

LEARNING ACTIVITIES: Do as many of the following learning activities as you feel you need in order to master the objectives listed above.

1. Listen to PAQUET 2/tape drill #1. Then listen to this tape drill again as you read the basic sentences on page 4 of this PAQUET.

2. Listen to and repeat after PAQUET 2/tape drill 2 for practice in saying the basic sentences from page 2.

3. Practice reading the basic sentences from page 4 out loud without the help of the tape.

4. Work with the audio flash cards in the language lab to learn to say the basic sentences on page 4 with good pronunciation.

5. Do the investigation in the middle of page 4.

6. Read the grammar generalization concerning masculine and feminine on page 4.

7. Memorize the material concerning the definite article on page 4.

8. Use the audio flash cards to learn to pronounce the definite articles le, la, and les.

9. Do PAQUET 2/tape drill 3 to practice changing nouns from the singular to the plural. This drill is also available on cassetts. First you will hear a noun with its definite article. Change that noun and its definite article to the plural. Once you have made your response, the correct response will be given to you. Repeat that correct response.

EXAMPLE: Speaker: le livre.
Student: les livres.
Speaker: les livres.
Student: les livres.

10. Do written exercise 1 on page 5.

11. Do written exercise 2 on page 5.

12. Do PAQUET 2/tape drill 4. You will hear a noun from the vocabulary list on page 5. You are to supply the correct definite article for that noun. Once you have made your response, the correct response will be given to you. Repeat that correct response.

EXAMPLE: Speaker: livre
Student: le livre
Speaker: le livre
Student: le livre

13. Listen to and repeat after PAQUET 2/tape drill 5 to learn to pronounce the vocabulary words on page 5.

14. Work with the audio flash cards to learn to pronounce the vocabulary words on page 5.

15. Visit the vocabulary center in the language lab and make flash cards for the vocabulary words on page 5.

16. Write each of the vocabulary words on page 5 three to five times each to practice spelling the vocabulary words on page 5.

17. Memorize the meanings of the vocabulary words on page 5.

18. Do exercise 3 on page 6.

19. Do exercise 4 on page 6.

20. Do exercise 5 on page 6.

21. Do exercise 6 on page 7.

22. Visit the listening comprehension center in the language lab and do the listening comprehension exercise on page 7.

23. Get help from your teacher on any part of this PAQUET.

PRE-TEST: Take this test only if you feel that you have already mastered the objectives stated on page one prior to receiving this PAQUET.

I. Oral:

1. Your teacher will call out several sentences. You are to tell her the meaning.

2. Read for your teacher any two of the sentences on page four as she directs.

3. Your teacher will call out several nouns. You are to supply the correct definite article for each one.

4. Your teacher will give you several words. You are to change them to the plural orally.

5. Say three questions which ask where an object or group of objects is.

6. Your teacher will ask you several questions asking where objects are. You are to answer her in French.

II. Written:

1. Fill in the blanks with the correct definite article.

a. _____ fenêtre

b. _____ cahier

c. _____ livre

d. _____ garçons

e. _____ page

2. Change the following to the plural.

a. le garçon/_____

b. la bande/_____

c. le magnétophone/_____

d. la gomme/_____

3. Match the following:

_____ voici	1. where
_____ la	2. notebook
_____ cahier	3. here is
_____ garçon	4. where are
_____ jeune fille	5. boy
_____ où	6. girl
_____ où sont	7. where is
_____ où est	8. the (feminine)

4. Your teacher will dictate to you several words or expressions from the vocabulary list on page 5. You are to spell them correctly.

BASIC SENTENCES: Learn to say the following sentences with good pronunciation. You must be able to recognize these sentences and give their meanings both when you hear them said and when you see them in written form.

1. Où est le livre?	(Where is the book?)
2. Voilà le livre.	(There is the book.)
3. Où est la porte?	(Where is the door?)
4. Voilà la porte.	(There is the door.)
5. Où est le cahier?	(Where is the notebook?)
6. Voici le cahier.	(Here is the notebook.)
7. Où sont les garçons?	(Where are the boys?)
8. Voici les garçons.	(Here are the boys.)

INVESTIGATION:

Look over the above sentences and their meanings once again. Did you find several words which are equivalent to the English <u>the</u>? In the blank below list the French words used above as equivalents for the English word <u>the</u>.

_____

GRAMMER GENERALIZATIONS: <u>Masculine</u> and <u>Feminine</u>

In French all nouns are put into two different categories:

1. Masculine nouns
2. Feminine nouns

There is no logical way of figuring out which nouns are masculine and which nouns are feminine, except that all nouns which mean the same as a masculine person such as <u>man</u>, <u>brother</u>, <u>uncle</u> are masculine and all nouns which mean the same as a feminine person such as <u>sister</u>, <u>woman</u>, <u>girl</u> are feminine. For all other nouns you must memorize whether or not the noun is masculine or feminine.

DEFINITE ARTICLES

In English, the definite article is <u>the</u>. In English we have only one word which means <u>the</u>. However in French there are several words which serve as the definite article and mean <u>the</u>.

the	le	= used with masculine singular nouns
	la	= used with feminine singular nouns
	l'	= used with masculine or feminine noun which is singular and begins with a vowel.
	les	= used with all plural nouns

EXERCISE 1. In the following exercises, those nouns which are masculine are followed by an (m) and those nouns which are feminine are followed by an (F). Those nouns which are plural end in S. In the blanks below put either le, la, or les whichever is correct and appropriate.

1. _____ porte (F)
2. _____ garçon (M)
3. _____ jeune fille (F)
4. _____ garçons
5. _____ page (F)
6. _____ bandes
7. _____ magnétophone (M)
8. _____ craie (F)
9. _____ jeunes filles
10. _____ pages
11. _____ cahier (M)
12. _____ portes
13. _____ gomme (F)
14. _____ fenêtre (F)
15. _____ livres
16. _____ bande

EXERCISE 2. Most nouns in French, like in English, form their plurals by adding s. However, the s is not pronounced. All the nouns listed in the exercise below form their plurals by adding s. Change all the words to the plural as shown in the example. Then ask your teacher to check your work.

EXAMPLE: La jeune fille / les jeunes filles

1. la porte /_____
2. le cahier /_____
3. le garçon /_____
4. le livre /_____
5. la fenêtre /_____
6. la page /_____
7. la gomme /_____
8. la bande /_____
9. l'élève /_____
10. le magnétophone /_____

VOCABULARY LIST: Study the following list of words and expressions. You must know the meaning, spelling and pronunciation of each. For each noun you must know its gender (whether it is masculine or feminine) and be able to use it with the proper definite article. Each noun is listed with its definite article so that you may learn its gender.

voilà - there is, there are
voici - here is, here are
le - the (masculine)
la - the (feminine)
l' - (le and la become l' before a vowel)
les - the (plural)
(le) cahier - notebook
(la) jeune fille - girl
(la) porte - door
(le) livre - book
(la) fenêtre - window
(la) bande - tape recording
(le) magnétophone - tape recorder
(la) page - page
(la) craie - chalk
(la) gomme - eraser
(l') élève - student (can be either masculine or feminine depending upon whether the student is a girl or a boy.)
où - where
où est - where is
où sont - where are

EXERCISE 3: The following is a list of captions from PAQUET 2/Transparency C. Practice reading them orally. Is there anything you don't understand? If so, consult the above vocabulary list. If you still have difficulty, consult your teacher.

1. Où est le cahier?

2. Voilà le cahier.

3. Où est le livre?

4. Voici le livre.

5. Où sont les jeunes filles?

6. Voilà les jeunes filles.

EXERCISE 4: Voilà means there are or there is. Use it to point out things or people which are some distance from you.

Voici means here are or here is. Use it to point out things or people which are near enough to you to touch.

Translate the following to French.

1. Here is Paul.

_____

2. There are the books.

_____

3. Here are the books.

_____

4. There is the tape recorder.

_____

5. Here is the notebook.

_____

6. Here is the chalk.

_____

7. There are the books.

_____

8. There are the girls.

_____

9. Here are the pages.

_____

EXERCISE 5: Match the following.

____ la	1. the notebook
____ le	2. the (feminine)
____ le cahier	3. the window
____ le livre	4. here is
____ la bande	5. the (masculine)
____ le garçon	6. the girl
____ la fenêtre	7. the book
____ la jeune fille	8. the tape recording
____ voici	9. the boy

EXERCISE 6. Où est means where is and is used to ask where a single object or person is.

Où sont means where are and is used to ask where a group of objects or persons are.

Each of the statements at the left below could be an answer to a question.

In the blank at the right, write the question for which the statement could be an answer.

EXAMPLE: Voilà Anne. / Où est Anne?

1. Voilà le livre. / _____
2. Voici les livres. / _____
3. Voici le garçon. / _____
4. Voilà la jeune fille. / _____
5. Voici les cahiers. / _____
6. Voilà les garçons. / _____
7. Voici le magnétophone. / _____
8. Voici le cahier. / _____
9. Voilà les jeunes filles. / _____

EXERCISE 7: LISTENING COMPREHENSION: Go to the listening comprehension center in the language lab and get the listening comprehension cassette for PAQUET 2. On the cassette after each number you will hear a sentence in French. Circle the meaning of that sentence below.

1. a. Where is Jacques?
   b. There is Jacques.
   c. Here is Jacques.

2. a. Where are the tapes?
   b. Where are the books?
   c. Here is the book.

3. a. Here is the page.
   b. Here are the pages.
   c. Where is the page?

4. a. There is the book.
   b. There is the notebook.
   c. There is the girl.

5. a. Where are the girls?
   b. Here is the girl.
   c. Here are the girls.

6. a. There is the student.
   b. There is the chalk.
   c. Here is the student.

7. a. Where are the students?
   b. Here is the eraser.
   c. Here are the students.

8. a. Where is the boy?
   b. Where are the girls?
   c. Where is the eraser?

9. a. There are the windows.
   b. There are the books.
   c. There is the door.

SELF-TEST: Take this test for practice only.

I. Oral: For this section you should be able to do the same 6 things listed in the oral part of the pre-test on page 3.

II. Written

1. Fill in the blank with the correct definite article.

a. _____ porte
b. _____ jeune fille
c. _____ pages
d. _____ livre
e. _____ fenêtre

2. Change the following to the plural.

a. le garçon / _____
b. le cahier / _____
c. la page / _____

3. Match the following.

_____voilà	a. chalk
_____cahier	b. where is
_____ou	c. eraser
_____où est	d. there is
_____craie	e. where
_____gomme	f. notebook

POST-TEST: Written part only, (Objectives 8, 9 and 10)

Objective 8 - Fill in the blanks with the correct form of the definite article le, la or les.

_____craie

_____porte

_____garçons

_____magnétophone

_____jeune fille

_____élève

_____fenêtres

_____livre

Objective 9 - Change the following to the plural.

la page / _____

la bande / _____

le cahier / _____

Objective 10 - Match the following.

_____magnétophone	1. tape recording	_____où est	7. notebook
_____livre	2. here is	_____voilà	8. eraser
_____bande	3. book	_____ou	9. where is
_____craie	4. tape recorder	_____cahier	10. there is
_____gomme	5. where		
_____voici	6. chalk		